

CONSUMER ECONOMICS

COURSE DESCRIPTION

Consumer Economics is a specialized course designed to prepare students to understand the United States economic system and how it affects individuals as consumers, producers, and citizens. Students will integrate knowledge, skills, and practices required for management of resources in a technologically expanding global economy. Consumer practices and responsibilities are investigated and skills in planning for financial security are included in the content. Core skills in decision making, problem solving, critical thinking, goal setting, management of multiple roles, and using technology are integrated into course content.

The integration of Family, Career, and Community Leaders of America (FCCLA) provides students opportunities for leadership development, personal growth, and school/community involvement.

Pre-requisite: None

Recommended Credits: 1/2 - 1

Recommended Grade Level: 10-12

Course Substitution: Economics

Note: Learning expectations to be completed for one-half credit have no asterisk. Additional learning expectations to be completed for one credit are identified with one asterisk.*

CONSUMER ECONOMICS

- 1.0 Students will analyze interrelationships of economic systems, consumers, and producers.
- 2.0 Students will analyze relationships between the U.S. economic system and consumers.
- 3.0 Students will integrate knowledge, skills, and practices required for management of resources in a technologically expanding global economy.
- 4.0 Students will examine skills necessary for informed purchasing, solving consumer problems, and understanding ethical consumer issues.
- 5.0 Students will assess financial institutions and demonstrate appropriate financial management strategies.
- 6.0 Students will examine practices that foster financial security for individuals and families across the life span.
- 7.0 Students will analyze the role of credit in personal and family financial management.
- 8.0 Students will apply management principles to personal and family decisions concerning types of insurance needed to contain and manage loss.
- 9.0 Students will integrate knowledge, skills, and practices required for careers in consumer economics.
- 10.0 Students will demonstrate leadership, citizenship and teamwork skills required for success in economic roles as consumer, producer, and citizen.

CONSUMER ECONOMICS

STANDARD 1.0

Students will analyze interrelationships of economic systems, consumers, and producers.

LEARNING EXPECTATIONS

The student will:

- 1.1 Relate needs to the availability of resources and products.
- 1.2 Examine factors that influence consumer demand, such as cultural values and demographics.
- 1.3 Analyze the production of goods and services and factors which influence their availability, including natural resources, technology, and transportation.
- 1.4 Analyze key economic concepts.
- 1.5 Compare basic economic systems.
- 1.6 Describe connections between world economies.

PERFORMANCE STANDARDS

The student:

- 1.1 Identifies needs of individuals, families, and communities and the types of available resources to meet those needs.
- 1.2 Examines the influence of basic physical needs, cultural values, and demographics.
- 1.3A Identifies the locations of key natural resources and the impact of these locations on modern economic systems.
- 1.3B Examines the role of producers in meeting consumer needs.
- 1.3C Examines influences of technology and transportation on production.
- 1.4A Examines economic concepts, including the law of supply and demand and the law of scarcity.
- 1.4B Examines concepts related to private and public ownership of property, free economic choice, the profit motive, and competition.
- 1.5 Compares capitalistic and socialistic economic systems.
- 1.6A Examines the exchange of goods and services between countries.
- 1.6B Examines barriers to trade between countries and reasons for some of those barriers.

SAMPLE PERFORMANCE TASKS

- Using case studies, compare how individuals and families make consumer decisions.
- Illustrate visually how the "law of scarcity" applies in daily life.
- Using case studies, compare the economic decisions of consumers living in a country with a socialist economy to those of consumers living in a country with a capitalist economy.

- Explore reasons and ways that a country might protect its producers in a given field, such as agriculture.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 2.0, 2.3.1, 2.3.3, 2.5, 2.5.3, 4.04, 4.08, FCCLA (Skills for Life, Entrepreneurship, Career Connection, Financial Fitness, Families First, Applied Technology), Economics, Sociology, Government, History

CONSUMER ECONOMICS

STANDARD 2.0

Students will analyze relationships between the U.S. economic system and the consumer.

LEARNING EXPECTATIONS

The student will:

- 2.1 Relate economic concepts to the U.S. economic system.
- 2.2 Interpret the economic roles of individuals and the economic factors affecting the consumer in the marketplace.
- 2.3 Examine the influence of government actions on the economy.
- 2.4 Analyze the American financial structure, including banking and monetary policy and its impact on decisions of consumers and producers.
- 2.5 Describe factors involved in making city, state, and national budgets and the impact of interest groups.
- 2.6 Examine issues related to U.S. participation in the global economy.
- 2.7 Use data to understand economic events.
- 2.8 Examine historical events that have influenced the U.S. economic system.

PERFORMANCE STANDARDS

The student:

- 2.1A Examines characteristics of the U.S. economic system.
- 2.1B Compares characteristics, functions, and principles of the U.S. economic system to other world systems.
- 2.2A Assesses economic roles of individuals and families as consumers, producers, and citizens.
- 2.2B Researches economic factors affecting the consumer in the marketplace.
- 2.2C Analyzes the interrelationship between economic and political factors and consumer decisions.
- 2.3A Analyzes the rationale for government regulations and their impact on the economy.
- 2.3B Differentiates between the consumers' rights and their responsibilities.
- 2.3C Analyzes reasons for government spending and taxation and their impact on the economy.
- 2.3D Assesses the taxation system of the United States and its impact on the individual and the family.
- 2.3E Examines factors related to U.S. economic policies.
- 2.4A Identifies components of the U.S. financial system.
- 2.4B Describes the structure of the Federal Reserve System and the role it plays in the U.S. economic system.
- 2.5 Examines influences on the development of city, state, and national budgets.
- 2.6A Examines the impact of international trade on consumers and producers in the U.S.

- 2.6B Examines the impact of international trade on consumers and producers in other countries.
- 2.7 Analyzes charts, maps, and statistical tables to understand economic events.
- 2.8 Examines influences such as the Great Depression, the labor movement, and policy decisions on the U. S. economy.

SAMPLE PERFORMANCE TASKS

- Explore the influence of consumer borrowing on the economy.
- Examine the meaning and impact of consumer confidence.
- Researches the history of taxation in the United States.
- Using a checklist, evaluate listed items as a good or a service.
- Compare and contrast consumer rights and responsibilities.
- Evaluate the sources of consumer information.
- Identifies types, classification, and purposes of taxes.
- Compares benefits and responsibilities of the taxpayer.
- Chooses methods and types of records needed for tax records.
- Practices the correct procedure for completing tax report forms.
- Debate the pros and cons of including a particular program in the federal budget and examine the influence of interest groups on the budget process.
- Plot a graph of the Dow Jones average over the 20th century and explore influential events.
- Debate the use of boycotts as a tool for making political statements.
- Write a paragraph clarifying the meaning of quotations related to the economy.
- Collect, display, and discuss newspaper articles or television reports relating to economic matters.
- Find examples in the marketplace of five products for which (1) demand is likely to increase and (2) demand is likely to decrease over the next five years.
- Brainstorm and list consumer roles currently filled and those likely to be fulfilled as adult consumers.
- Write and discuss opinions regarding the terms: consumer, worker, and citizen.
- Complete a list and categorize into a chart all taxes levied by the United States.
- Create a list of at least ten services or facilities used during the past week that are provided by the three forms of government. Discuss reasons each item is provided by government rather than by business.
- Given a list of government services illustrating government spending, debate priorities.
- Practice and complete various tax forms.
- Given a case study regarding an unwise purchase, debate the consumer's rights and responsibilities.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 2.0, 2.3.1, 2.3.3, 2.5, 2.5.2, 2.5.3, Algebra I Gateway Standards 2.1, 3.12, English II Gateway Standards 1.01, 1.06, 2.03, 2.05, 2.06, 2.07, 2.12, 3.03, 3.04, 3.05, 4.03, 4.04, 4.08, FCCLA (Skills for Life, Entrepreneurship, Career Connection, Financial Fitness, Families First, Applied Technology), Sociology, Government, History, Economics, state approved textbooks

CONSUMER ECONOMICS

STANDARD 3.0

Students will integrate knowledge, skills, and practices required for management of resources in a technologically expanding global economy.

LEARNING EXPECTATIONS

The student will:

- 3.1 Examine ways communities, states, and countries work together to manage and protect resources and resolve conflicts.
- 3.2 Assess the need for a balance between effective use of land and other natural resources and environmental concerns.
- 3.3 Examine the use of resources in making choices that satisfy needs and wants of individuals and families.
- 3.4 Assess the need for personal and family financial planning.
- 3.5 Analyze the decision making process as a management tool in making consumer choices.*
- 3.6 Demonstrate the decision making process as a management tool in making consumer choices.*

PERFORMANCE STANDARDS

The student:

- 3.1 Examines the function of international trade organizations, such as GATT, NAFTA, WTO, and the European Community.
- 3.2 Examines examples of conflicts between environmental and economic concerns.
- 3.3A Analyzes factors affecting individual family financial decisions.
- 3.3B Demonstrates the principle of management and resource use to obtain goods and services.
- 3.3C Determines how resources and spending patterns change throughout the life cycle.
- 3.4A Plans for the allocation of individual and family resources.
- 3.4B Creates a budget.
- 3.4C Demonstrates the use of computer and software packages to manage personal and family financial planning and records.
- 3.5A Uses steps in the decision-making process to solve consumer problems.
- 3.5B Demonstrates how to establish financial goals and priorities.
- 3.6A Develops a rationale for the use of the management process in resource allocation.
- 3.6B Applies decision-making skills to meet individual and family values and goals.

SAMPLE PERFORMANCE TASKS

- Debate the benefits and costs of opening the trade border in NAFTA.
- Write a paper explaining how one person's necessity can be another person's extra.
- Write poems to illustrate the connection between values, goals, and consumer behaviors.
- Track routine spending for one week (month) and estimate upcoming expenses. Complete a money management plan by listing income, expenses, and remaining balance.
- Determine net worth by completing a financial statement.
- Using technology, prepare a pamphlet listing twelve warning signals that point to financial difficulties.
- List ways people make decisions and give an example.
- Apply the decision-making process to specific decisions.
- Role-play situations illustrating adjustments family members might need to make in response to changing family financial conditions.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards: 2.1.2, 2.5.1, 2.6.1,
Algebra I Gateway Standards 2.1, 2.2, 2.8, English II Gateway Standards 1.01, 1.08, 109,
2.03, 2.05, 2.06, 2.07, 2.12, 3.03, 3.04, 3.05, 3.0, FCCLA National programs (Skills for Life,
Entrepreneurship, Career Connection, Financial Fitness, Families First, Applied Technology),
Computer Skills, State Approved textbooks, Mathematics, Economics, Sociology

CONSUMER ECONOMICS

STANDARD 4.0

Students will examine skills necessary for informed purchasing, solving consumer problems, and understanding ethical issues.

LEARNING EXPECTATIONS

The student will:

- 4.1 Analyze consumer-purchasing practices.
- 4.2 Assess availability of consumer information and types of consumer protection.
- 4.3 Interpret the importance of consumer ethics. *
- 4.4 Demonstrate processes for making effective consumer complaints. *
- 4.5 Judge how the media and technology impact consumer choices *.
- 4.6 Analyze factors to consider when making routine consumer decisions such as food, clothing, personal care products and services, and recreation.*
- 4.7 Analyze factors to consider when making big-ticket purchases for transportation and housing.

PERFORMANCE STANDARDS

The student:

- 4.1 Identifies factors that affect consumer purchases.
- 4.2A Identifies availability of consumer information and types of consumer protection.
- 4.2B Demonstrates the effective use of consumer information.
- 4.3 Debates the purpose of consumer ethics.
- 4.4 Demonstrates the process for making an effective consumer complaint.
- 4.5 Relates types, methods, and techniques of advertising.
- 4.6A Determines factors to consider when selecting and purchasing food for preparation at home and for eating out.
- 4.6B Determines factors to consider when selecting and purchasing clothing.
- 4.6C Evaluates and selects appropriate grooming aids, appliances, and services.
- 4.6D Practices money and time management techniques in the pursuit of fun and leisure.
- 4.7A Identifies the pros and cons of buying versus leasing and used car versus new car.
- 4.7B Evaluates car makes and models, features and options, dealers, and warranties.
- 4.7C Compares finance charges and other credit terms of auto loans.
- 4.7D Identifies factors to consider when choosing housing location and type.
- 4.7E Describes the steps to follow when looking for housing.
- 4.7F Compares and shops for home financing terms.

SAMPLE PERFORMANCE TASKS

- Select an item for purchase and comparison-shop the item. Justify where to purchase.
- Explain the purpose of advertising from the retailers' and consumers' points of view.
- Locate a print ad that is misleading; redesign the ad to include necessary information.
- Cite several examples of how consumers win as well as lose when purchasing discounted items.
- Create a shopper's guide for specific consumer goods/services.
- Report on the available resources for consumer information
- Find and summarize three current articles that provide useful information when purchasing specific consumer goods and services. Orally present summaries.
- Write a letter of complaint about a product or service.
- Outline steps consumers can take when dealing with difficult consumer problems.
- Investigate Internet web sites for e-commerce opportunities.
- Role-play situations regarding consumer ethical behavior.
- Select an object or service researched by "Consumer Reports" magazine and give an oral report.
- Bring to class news items from newspapers and magazines that describe events that could affect the supply and demand of food. In class, discuss how food prices could be affected.
- For two weeks, keep track of the food that becomes waste in your home. Report to the class what types of foods were wasted, why the food was wasted, and how much money was lost.
- Select five different items for comparison shopping. Shop at different types of stores. Compare the price, quality, selection, and styles of like items. Also, compare the services and policies of the places you shopped. Report findings to the class.
- Make a list of the cosmetics and grooming aids you own. Estimate the total amount you spend on these items monthly. Draw a line through items you do not use and determine how much you could have saved by not buying them.
- Plan a three day week-end for you and your family. Estimate the cost of the trip. Call or visit travel agencies, travel bureaus, or go online to obtain travel ideas and cost estimates.
- Design a bulletin board on buying a car.
- Arrange to visit a car dealership and an auto superstore if there is one in your area. Compare the two.
- Check at least four sources of auto financing in your area and compare credit costs and terms.
- Find information on the Internet about apartments for rent and homes for sale in your area. Describe to the class what type of information you find.
- Survey a number of realtors and home mortgage lenders. Find out the range of current interest rates and what forms of financing most buyers are using to purchase homes.
- Develop a checklist to use in evaluating a neighborhood and community in which to live.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 2.1, 2.1.2, 2.3.2, 2.3.1, 2.3.3, 2.4.2, 2.4.3, English II Gateway Standards 1.01, 1.10, 1.08, 1.11, 2.03, 2.05, 2.07, 2.12, 3.03, 3.04, 3.05, 3.06, FCCLA National programs (Skills for Life, Entrepreneurship, Career Connection, Financial Fitness, Families First, Applied Technology), state approved textbooks, computer skills, Business and Information Technology, Visual Arts, Theater Arts

CONSUMER ECONOMICS

STANDARD 5.0

Students will assess financial institutions and demonstrate appropriate financial management strategies.

LEARNING EXPECTATIONS

The student will:

- 5.1 Recognize and compare financial services.
- 5.2 Demonstrate proper checking account procedures.
- 5.3 Recognize and compare benefits available through various financial institutions.*
- 5.4 Analyze the influence of technology on banking practices.*

PERFORMANCE STANDARDS

The student:

- 5.1 Examines available financial services and the factors influencing their selection and use.
- 5.2 Uses proper checking account procedures.
- 5.3A Differentiates between financial institutions.
- 5.3B Critically examines services offered through financial institutions.
- 5.4 Examines opportunities available through on-line banking.

SAMPLE PERFORMANCE TASKS

- Compile a list of local financial institutions and services offered by each.
- Brainstorm services banks provide for students.
- Practice and complete a banking case study including deposit forms, proper check writing, endorsements, and reconciliation statements.
- Participate in a field trip to a bank or other financial institution.
- Develop a brochure comparing and contrasting financial services provided by local institutions.
- Observe a demonstration of on-line banking services.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 2.0, 2.1.1, Algebra I Gateway Standards 2.1, 2.2, English II Gateway Standard 1.01, FCCLA (Skills for Life, Entrepreneurship, Career Connection, Financial Fitness, Families First, Applied Technology), Business and Information Technology, Computer Skills, Applied Communications, Economics, Mathematics

CONSUMER ECONOMICS

STANDARD 6.0

Students will examine practices that foster financial security for individuals and families across the life span.

LEARNING EXPECTATIONS

The student will:

- 6.1 Demonstrate the use of a savings plan to develop individual or family financial security.
- 6.2 Research and describe investment options.
- 6.3 Rate factors to consider when selecting savings and investments options.*
- 6.4 Appraise the purpose of using wills, trust funds, and estate planning.*

PERFORMANCE STANDARDS

The student:

- 6.1 Analyzes the purpose of planning for purchases and emergencies through savings as a part of an overall financial plan.
- 6.2A Identifies types of savings.
- 6.2B Identifies types of investments.
- 6.3A Demonstrates the use of a savings plan to develop financial security.
- 6.3B Investigates the factors affecting long-term savings and investment options.
- 6.4 Explains the necessity of wills, trust funds, and estate planning.

SAMPLE PERFORMANCE TASKS

- Compute and calculate interest rates and returns on investments.
- Contact financial institutions for information regarding current interest rates and returns.
- Interview an investment counselor or broker about investment options.
- Brainstorm to identify typical financial crises that might alter an individual's or a family's financial security and ways to lessen damage.
- Outline steps individuals and families can take to prevent financial crises. Prepare a visual illustrating the steps.
- Develop a Last Will and Testament for personal effects.
- Complete a stock market project.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 2.5, 2.5.4, 2.6.4, Algebra I Gateway Standards 2.1, 2.2, 2.03, 2.07, English II Gateway Standards 1.01, 1.08, 1.11, 4.03, 4.04, FCCLA (Skills for Life, Entrepreneurship,) Applied Communications, Mathematics, Language Arts, Geometry

CONSUMER ECONOMICS

STANDARD 7.0

Students will analyze the role and use of credit in personal and family financial management.

LEARNING EXPECTATIONS

The student will:

- 7.1 Analyze the role and use of credit in personal and family financial management.
- 7.2 Compare and contrast types and sources of credit.
- 7.3 Debate the advantages and disadvantages of using credit.
- 7.4 Compute and compare costs of credit.
- 7.5 Assess the processes instrumental in obtaining and maintaining credit and in determining credit rating.*

PERFORMANCE STANDARDS

The student:

- 7.1 Judges the role and evaluates the use of credit in personal and family financial management.
- 7.2 Identifies types and sources of credit.
- 7.3 Explains the advantages and disadvantages of using credit.
- 7.4 Calculates and compares the different costs of credit.
- 7.5A Appraises factors that influence the ability to obtain credit.
- 7.5B Identifies factors used to determine credit rating.
- 7.5C Identifies sources of consumer credit protection.

SAMPLE PERFORMANCE TASKS

- Name five negative words or ideas and five positive words or ideas that come to mind when the word credit is mentioned.
- Debate positions regarding credit.
- Review a sample credit report.
- Complete a credit application.
- Compare and contrast several credit card solicitations to determine costs and charges associated with each, such as interest rates, grace periods, billing cycles, late fees, and annual charges.
- Shop for credit, financing a \$600 purchase for 12 months at three locations and create a chart organizing information to select the best credit terms for their needs.

- Imagine financing a \$3,500 used car over three years. Shop and compare credit terms and finance charges for borrowing from a dealer, bank, finance company, and credit union. Compare the dollar amount and the annual percentage rate of finance charges as well as other terms for each source of credit. Create a class presentation.
- Complete student activity sheets. (ex: monthly credit statements)
- Write a sample letter concerning an imaginary billing error, such as an overcharge, failure to give credit for payments made, charges for item not received.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 2.1.1, 2.3.3, 2.4.1,
Algebra I Gateway Standards 2.1, 2.2, English II Gateway Standards 1.01, 1.02, 1.11, 1.13,
2.03, 2.05, 2.07, 2.12, FCCLA (Skills for Life, Entrepreneurship, Career Connection,
Financial Fitness, Families First, Applied Technology), Applied Communications, Writing Skills,
Business and Information Technology

CONSUMER ECONOMICS

STANDARD 8.0

Students will apply management principles to personal and family decisions concerning types of insurance needed to contain and manage loss.

LEARNING EXPECTATIONS

The student will:

- 8.1 Interpret the need for insurance to avoid financial risks.
- 8.2 Distinguish between the types of insurance and list the functions of each.
- 8.3 Demonstrate the process for obtaining insurance.*

PERFORMANCE STANDARDS

The student:

- 8.1A Formulates a definition for insurance.
- 8.1B Identifies the need for various types of insurance.
- 8.2 Recognizes the functions of various types of insurance as risk-sharing and loss management strategies.
- 8.3 Researches the process for various types of insurance.

SAMPLE PERFORMANCE TASKS

- Complete an attitude questionnaire about insurance.
- Brainstorm “Why Do I Need Insurance?” with the class.
- Using the Internet, research types of insurance and compare quotes for a given situation.
- Plan an insurance program to provide protection for case study families.
- List and discuss steps to follow in obtaining insurance.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 2.1.1, 2.6.3, Algebra I Gateway Standards 2.1, 2.2, English II Gateway Standards 1.01, 1.08, 1.11, 2.03, 2.05, 2.07, FCCLA (Skills for Life, Entrepreneurship, Career Connection, Financial Fitness, Families First, Applied Technology), Business and Information, Technology, Applied Communications, Computer Skills

CONSUMER ECONOMICS

STANDARD 9.0

Students will integrate knowledge, skills, and practices required for careers in consumer economics.

LEARNING EXPECTATIONS

The student will:

- 9.1 Analyze career paths within consumer economics.
- 9.2 Select personal qualities, skills, competencies, and education required in jobs and careers in consumer economics.*

PERFORMANCE STANDARDS

The student:

- 9.1 Researches careers and opportunities related to the field of consumer economics.
- 9.2 Assesses personal qualities, skills, competencies, and education required in jobs and careers in consumer economics.

SAMPLE PERFORMANCE TASKS

- Take an aptitude test to determine interests, skills, and competencies.
- Check newspaper classifieds for job opportunities in the career area.
- Interview a panel of professionals for career information.
- Use computer software to research careers.
- Create a personal resume.
- Practice a sample job application.
- Create a sample application cover letter.
- Organize a career portfolio.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 2.1.2, 2.1.2, English II Gateway Standards 1.01, 1.03, 1.11, 1.13, 2.03, 2.05, 2.07, 2.12, 3.03, 3.05, 3.06, 4.03, 4.04, FCCLA National programs (Skills for Life, Entrepreneurship, Career Connection, Financial Fitness, Families First, Applied Technology), Research and Writing Skills, Applied Communications, Computer Skills, Colleges and Universities, Technology and Career Centers, Guidance, The Source, Occupational Outlook Handbook, Tennessee Career Information Delivery System (TCIDS)

CONSUMER ECONOMICS

STANDARD 10.0

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and community.

LEARNING EXPECTATIONS

The student will:

- 10.1 Examine the FCCLA organization and the relationship to the Family and Consumer Sciences curriculum.
- 10.2 Assess leadership skills, citizenship traits, and teamwork traits.
- 10.3 Apply leadership, citizenship, and teamwork skills as an integral part of classroom activities.
- 10.4 Plan activities using the FCCLA Planning Process.

PERFORMANCE STANDARDS

The student:

- 10.1 Relates FCCLA to classroom activities.
- 10.2A Inventories personal leadership qualities.
- 10.2B Assesses teamwork skills that are appropriate to a situation.
- 10.3 Demonstrates character, citizenship, and leadership skills using creative and critical thinking with a FCCLA focus.
- 10.4 Implements an activity using the FCCLA Planning Process.

SAMPLE PERFORMANCE TASKS

- Classify leadership skill, citizenship traits, and teamwork traits as positive or negative.
- Practice positive leadership traits.
- Conduct a personal assessment of leadership skills.
- Write an essay or develop list for personal leadership growth.
- Implement Power of One.
- Implement FCCLA leadership components.
- Listens to a state officer speak to the class.
- Practice a STAR Event.
- Use FCCLA Planning Process to implement and evaluate an activity within the school, community, and/or workplace.
- Complete a national project beyond STAR Events, for example, Financial Fitness, Skills for Life, Entrepreneurship, Applied Technology.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 1.0, 2.0, 12.0, 13.0, English II Gateway Standards 1.02, 3.05, 3.06, 4.03, 4.04, 4.05, FCCLA (Skills for Life, Entrepreneurship, Career Connection, Financial Fitness, Families First), Applied Technology, Leadership Course, Extra-curricular activities, Vocational Student Organizations, SCANS (Secretary's Commission on Achieving Necessary Skills), Psychology and Sociology

